RUHR-UNIVERSITÄT BOCHUM

VAMoS

Computational Linguistics • Psycholinguistics • Theoretical Linguistics

STUDENT GUIDE

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Sprachwissenschaftliches Institut

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PREAMBLE

First the bad news: you must read this guide, it's obligatory. You are also requested to check for later versions of this paper on the department's web site. If you have any questions regarding your understanding of the information presented in this guide, please send an e-mail to guide@linguistics.rub.de. For all further questions please first turn to the Students' Office (SBL) in GB 1/153 or, if the SBL staff cannot help you, please make an appointment with Ms. Hilke Schöning (in GB 1/156 or (preferably) by e-mail: beratung@linguistics.rub.de).

1. Why this handbook?

Our aim with this handbook is to introduce you to the people and places to you that will be important during the course of your studies. The handbook is also supposed to introduce standards for the completion of coursework (assignments, papers, B.A. thesis) and other study-related matters. These standards are intended to be binding on all parties: for both students and teaching staff. But above all it is devised to help you, and hence we ask you for feedback and suggestions for improving this handbook in order for it to meet its intended function.

You might find our decision to confront you with a guide in English somewhat strange: this is a German program at a German university, and most classes are held in German, after all. However, your time here is only the beginning of your career, and we want to prepare you for your professional life after University. The more demanding your future job(s) will be the higher is the chance that you will work in international teams, where English will be the common denominator for communication. Even during your years at this department, you might choose to accept an internship somewhere else in Europe (we notice that happen increasingly lately) or study at a university abroad for some time, where you will soon find yourself communicating in English. The earlier and the more frequently you encounter English terms in a professional context, the better (for you).

Essentials

- in your first semester join the mailing list *students* (cf. 6.3)
- in your first semester go to Ms. Schöning concerning your language requirements (cf. 4.2)
- at the end of your first semester/beginning of your second semester you should be familiar with the eCampus-System or go to the Students' Office to ask for assistance (cf. 3.5.1/3.2)
- in your first semester join and familiarize yourself with "Moodle" (cf. 3.5.2)
- in your first semester go on a tour of the Department Library (cf. 8.1)
- familiarize yourself with the rules concerning *Communication & Conduct* (cf. 6.)
- read the Appendices for questions concerning your written assignments (cf. Appendix B.)

2. People: Who's who in the department, and what they do

2.1 Teaching staff

The teaching and research staff at our department includes two professors and several research fellows. They have a wide variety of research interests, but a research interest that is

common to all members of staff pertains to corpus linguistic applications in computational linguistics and psycholinguistics.

Of course, the existing variety of research interests impacts on the teaching program, too, particularly in advanced seminars that enable students to work on current research topics in small groups of students. The following provides you with an overview of the research and teaching interests of the teaching staff and their individual backgrounds:

- **Prof. Dr. Eva Belke** is a psycholinguist. She is interested in lexical-semantic encoding in young and older healthy and impaired speakers, psycholinguistic perspectives on language learning and teaching, cognitive resources of language processing, experimental reading research and acquired dyslexia, aphasiology and clinical linguistics, co-ordination of visual and linguistic encoding processes.
  Eva Belke graduated in Clinical Linguistics/Speech and Language Pathology from the University of Bielefeld, from where she also obtained a PhD in Psycholinguistics. After a two-year post-doc at the language production lab of the University of Birmingham, she held a lectureship in Psychology at Aston University, Birmingham, before returning to the University of Bielefeld in 2005, where she has worked as a senior research fellow until moving to Bochum in 2008.
- **Prof. Dr. Stefanie Dipper** is a computational linguist. She is interested in the creation and annotation of corpora and their use in theoretical and computational linguistics. One focus is on developing automatic methods for the analysis of texts from older language stages (such as Middle High German and Early New High German). Another focus is on the analysis of phenomena that occur above sentence level (such as discourse anaphora).
  Stefanie Dipper holds a Master's degree in linguistics, computer science and psychology from the University of Tübingen. She obtained a PhD in computational linguistics from the University of Stuttgart. After 4 years as a post-doc at the University of Potsdam, she joined the department in December 2007.
  Stefanie Dipper is the department's academic adviser ('Studienfachberaterin').
- **Dr. Ronja Laarmann-Quante** is a computational linguist. She is interested in the use of methods from corpus linguistics and computational linguistics for research questions that are related to psycholinguistics, such as language learning and literacy aqcuisition. Her interests also include the use of NLP for educational applications, e.g. automatic scoring of texts.
  Ronja Laarmann-Quante obtained both her M.A. and PhD in computational linguistics at Ruhr-Universität Bochum. After 3 years as a post-doc in the field of language technology at the University of Duisburg-Essen and FernUniversität in Hagen, she re-joined the department in 2022.
- **Jun.-Prof. Dr. Agata Renans** is the department's Junior Professor in Experimental Linguistics. Her interests include experimental semantics and pragmatics, fieldwork semantics and pragmatics. Specific interests are: (in)definites, clefts, common nouns, aspectual reference, non-asserted meaning components, information structure.
  Agata Renans obtained her PhD at the University of Potsdam and worked as a postdoctoral researcher in formal semantics and pragmatics in the project on pluralized mass nouns at Ulster University, Northern Ireland, before she joined the department in 2018.

In addition, some classes may be taught by **adjunct instructors** ['Lehrbeauftragte'] employed on a part-time basis and specializing in the specific areas they teach in their seminars.

2.2 Administrative staff

- **Malvina Witzki** is secretary to Professor Dipper.
- **Hilke Schöning** is secretary to Professors Belke. In addition, Ms. Schöning is secretary to the Head of Department and currently also the departmental eCampus agent. Ms. Schöning is assistant to the current academic adviser Prof. Dipper and co-ordinates processes relating to enrolling and advising students as well as the crediting of courses.

3. Where to go and whom to ask: Institutions in the institute

3.1 The academic adviser (Studienfachberater/in)

The department's academic adviser will help you in cases where need specific information on your individual, i. e. personal course of study. For general questions and information, please consult this guide or the *Studienführer* first. Alternatively, you might want to ask your fellow students in the Students' office aka 'SBL', see immediately below). If you need the academic adviser's help, please make an appointment via e-mail first: beratung@linguistics.rub.de

3.2 The Students' Office (Studienbüro / SBL)

The Students' Office is your first address for getting assistance in most matters pertaining to your course of study. The office is open several hours a week during time of classes and can also be contacted by e-mail (sbl@linguistics.rub.de).

Senior students employed in the office will help you with practically any question or will direct you to the appropriate place where to get the desired information. You will also find many resources at the office, including a copier which can be used free of charge in most cases. Additionally the Students' Office keeps ready electronic course material not distributed via Moodle as well as hardcopies of obligatory course readings.

The best way to find out about the Students' Office is to go there and talk to the staff: building GB, level 1, room 153. Additionally you might want to check their website at linguistics.rub.de/ studienbuero .

3.3 Students' representatives

The department's students' representatives are a departmental organization consisting of about a dozen students elected by the student body of the department. These representatives have a

Institutions in the institute …

Academic adviser: Individual counselling on questions regarding your personal course of study

Students' Office: Assistance in most matters of your studies

Students' representatives: your elected representatives

Two important **libraries**:
- department library
- university wide library

number of functions to help you during your studies and apart from that perform an important political function: they delegate your representatives in the various committees and boards of university divisions and institutions outside and above in structure of the department. Please take part in their assemblies and meetings and execute your right to vote. This is your chance to opt for major political decisions at the university via your democratic representatives.

3.4   The libraries

Ruhr-Universität houses a university-wide library, the 'UB', as well as many local libraries that are associated with individual divisions. You will find various types of library resources there, both off-line, i.e., on the library shelves, and on-line, for instance in scientific journals that the library subscribes to electronically (see sections 8.1 and 8.2 for more detail on the library resources).

We strongly recommend that you enroll in a guided library tour early on in your course of studies. Alke Eulen, the librarian maintaining the linguistics library, will be happy to guide groups of students through the linguistics shelves and the electronic resources of the library. A first tour for beginners is arranged on occasion of the annual information and welcome meeting at the beginning of your course of studies.

3.5   The databases

3.5.1   eCampus

Most of you will be familiar with this database already, which is the university's central administration tool for all students' data with respect to enrolling in and crediting of courses. Since all of your course credits are stored in eCampus it is essential that you monitor your personal data regularly. It is up to your responsibility to check that your credits are completely recorded in eCampus by the time of your application for the final B.A. examination at the latest. Please do not consider starting to check your credits in eCampus only days before applying for the final exam.

> **Databases**
>
> The **eCampus** database contains your records, so monitor it closely. You also have to register for your classes via eCampus.
>
> In **Moodle** you will find materials for your classes.

When checking for your credits please allow your instructors some extra time for entering your credits in eCampus after you have effectively completed your course work. They need some time e.g. for grading not only your work but also that of your fellow students.

The most important specific information regarding your course of study in linguistics is the department's policy on registration for classes. There is a strict deadline each semester by which you are required to have registered for every class you are taking: the first day of the semester, i.e. April 1 for the summer semester, and October 1 for the winter semester, 11:59 p.m. on both days. By this time you must have made your respective choice of classes and entered it in eCampus. It is the department's policy not to accept any late registrations except for rare cases in which a formal application for late registration will be considered.

Occasionally, the eCampus registration deadline will deviate for specific classes, most commonly in cases where additional classes can only be announced after the official course

catalog has been published. Such cases will be announced via the department's website and the students' mailing list.

All eCampus matters concerning the completion of your studies and your application for the final examination are handled by Ms. Schöning. Please ask for an appointment by e-mail (beratung@linguistics.rub.de and be prepared to be asked to make some modifications of your data in eCampus yourself.

3.5.2 Moodle

Again, you will have heard about these databases already at some time during the central introduction to university matters. The majority of courses will have a site in Moodle for which you will also have to register obeying a deadline. Normally the registration for Moodle courses takes place in the two-week period between the official start of the semester (which coincides with the eCampus registration deadline) and the official start of classes. The respective deadlines will be announced for each class in the department's commented course catalog ('Studienführer'/'Kommentiertes Vorlesungsverzeichnis'). As with eCampus there will also be no late admission to Moodle linguistics courses except for rare and justified reasons.

Apart from registering on time, you are also responsible for ensuring that you have an appropriate internet access (in cases of hardship there are many possibilities for access via the campus facilities like the IT-Pool in GB 03) and that you have the necessary tools installed where applicable. Most important (because frequently ignored) is your responsibility to remember the passwords for your courses.

Moodle's URL is https://moodle.ruhr-uni-bochum.de .You will find all linguistics courses in the catalog under *Sprach- und Kulturwissenschaften > Language and Culture > Sprache und Literatur > Fakultät für Philologie > Sprachwissenschaftliches Institut*.

4. Your course of study

4.1 Which courses to visit and when

There are different types of courses that you will attend during your studies.

Undergraduate program courses

Lower division courses (the core courses)
- introductory courses, ['Grundkurse']
- tutorials ['Tutorien'], usually conducted by graduate students

Upper division courses (the electives)
- (undergraduate) seminars ['Aufbaumodule']
- advanced seminars ['Vertiefungsmodule']

Graduate program courses
- graduate research seminars
- independent study, individual study, directed research ['Projektarbeit – Forschungsprojekt']
- teaching project ['Projektarbeit – Lehrprojekt']

Early on during the course of your studies, you will predominantly attend introductory courses, introducing you to linguistics, programming in Python, and statistics and using R. Most of these courses are accompanied by tutorials given by senior or graduate students and are supposed to help you practice how to apply the knowledge that you are acquiring. Starting from your second year, you will then be able to attend undergraduate seminars, which are intended to give you the opportunity to train and improve your scientific skills by working on current topics of research in the fields covered by VAMoS. Undergraduate and advanced research seminars are designed to improve your skills in conducting research independently and in depth. There are several other forms of teaching that are listed in detail in the 'Studienordnung' (see also Glossary).

4.2   Requirements and Regulations

You should familiarize yourself with the Module Guide ('Modulhandbuch'), the Study Regulations ['Studienordnung'] and Examination Regulations ['Prüfungsordnung'] (including the Subject-Specific Regulations. i.e. 'Fachspezifische Bestimmungen') early in your course of study. It does not make much sense to rehash these sets of regulations here in detail, instead we advise you to read them thoroughly and ask the Students' Office or the academic Adviser ('Studienfachberater/in') for clarification if necessary. Nevertheless: here are a few hints as to which of the two is consulted for questions that might come up:

- **Study Regulations**: general information on the structure and content of your major, types of classes and modules, information on crediting, suggested schedule
- **Examination Regulations**: specific information on which courses to take in which combinations, number of credits, specific requirements for admission to the final examination
- **Language Requirements**: see Ms. Schöning at the beginning of your studies in order to check whether you fulfill the requirements, or whether you have to take additional courses

4.3   Mentoring Meetings: How are you doing in your studies and where do you want to go?

The institute's mentoring scheme provides all students with individual mentors from the teaching staff. The purpose of this mentoring scheme is to give you an opportunity to discuss how you are doing in your studies, including things that are going well as well as problems that might affect your efficiency in studying. Needless to say, anything that is being discussed in these mentoring meetings is treated confidentially.

All B.A. students entering their fourth semester will be assigned an individual mentor and will be invited for a first round of mentoring meetings. As of this first round of meetings, you can always turn to your mentor with anything that you would like to discuss. We recommend that you see her/him at least twice during the course of your studies - when you are first invited, and again later, when you are progressing towards completing your B.A. thesis. In the first meeting, your mentor will help you find goal-oriented way through the second half of your studies, making sure that you are not missing out on any obligatory courses and that you know how these courses will relate to the advanced courses that you

are planning to attend in the second half of your studies. In the second round of mentoring meetings, which we would envisage towards the end of your fifth semester, we would hope to provide an orientation for the completion of your studies - what are the linguistic interests you have developed, likes and dislikes and how could this help you find a promising thematic orientation for your B.A. thesis. The second mentoring meeting would also provide an opportunity to discuss plans for further studies, e.g., in the Master's program of VAMoS.

We recommend this minimal mentoring scheme to everyone, and offer everyone to schedule more meetings with their mentor if need be. When you come to your first mentoring meeting, please print off and fill in the questionnaire provided in Appendix C of the Student Guide. This makes it easier for both you and your mentor to cover all the necessary aspects of the mentoring process.

Mentoring

Your first meeting will be in your 4th semester of the undergraduate program. Please bring the questionnaire (cf. Appendix C).

5.   Your courses: Registering, attending, maybe even dropping ...

5.1   Registering for a course

The commented course catalogs ['Studienführer'] for the summer and winter semesters are typically published in January and July, respectively. You can access it online at

> https://linguistics.rub.de/studium/vorlesungsverzeichnisse/

It includes information on which courses are offered, what the qualification requirements there are for each course and, of course, where and when the courses will take place.

To enroll in a course, you have to register for the course in eCampus prior to the registration deadline stated in the commented course catalog. For some courses, only a limited number of students will be admitted, so we advise you to register for the courses you plan to attend as early as possible. Typically, the registration deadlines for courses are April 1 for the summer semester and October 1 for the winter semester. Occasionally, deadlines will vary, for example due to courses which could be offered on short notice only.

Your courses

Get the commented course catalog as soon as possible. Check regularly in the eCampus database if you want to register for a class – especially if it is not available early on in the registration period.

The early registration deadline has several functions. First and foremost, it is supposed to make the registration effort manageable for teachers and students. Second, the early registration deadline allows the teaching staff to preview how many students are intending to attend their courses, which is helpful when planning the course outlines.

Please note that the registration deadline is there to be met, not to be missed. Given that both the commented course catalog and eCampus are accessible on-line, we expect you to respect the registration deadlines even when you are away, for instance, when you are spending a semester abroad. Make sure, that you carry the necessary equipment (USB card reader) with you during longer absences from campus.

5.2 Attending a course

By default, all courses start in the second week of the official teaching period. Blocked courses are typically held in the week before or after the official teaching period. During the first session of a course, you will receive important information about the outline of the course, the conditions for completing the minimum credited workload ['Studienleistung'] or the maximum credited workload ['Prüfungsleistung'] and the literature that the course is based on. Be sure to note all relevant organizational details during this first session because it will be your responsibility to observe the relevant deadlines of each course. For instance, this may apply to course material that is only available on-line for a certain period of time or for coursework that has to be submitted until a specified deadline. Please note that you may fail a course if you do not observe the relevant deadlines, because the instructor who holds the course is neither obliged to provide you with material individually when you are late, nor to accept late coursework.

Individual lectures typically last for 90 minutes and we ask you to arrive for your lectures in time. It is at the discretion of the instructor to exclude students who are late from the lecture. Instructors are also entitled to exclude students disturbing the other students (cf. also section 6.6).

When you enroll for a course or a seminar, we ask you to attend each lecture. Our experience is that attendance is very good overall but there are some students who keep skipping lectures without catching up with the course content. Please be aware that you are individually responsible for catching up with course material when you are missing lectures.

6. Communication & conduct

6.1 First things first: Your e-mail address

You are requested to use your *rub*-address, and only that address, in all communication with the department or members of the department (Your rub-e-mail looks like this one: *monika.musterfrau@rub.de*). When you write to us using another e-mail address than your personal rub-address we will ignore your messages. Why? Well, there are two reasons: (1) you have been provided with a rub-address for ease of communication within the university and for ease of identification of your personal messages as a student. The university's computing center is your e-mail provider, and in case you live in one of the dormitories, it is also your ISP, your Internet Service Provider – all this for free. It seems reasonable to make use of this service. (2) The university's computing center will block messages with your address sent from a third-party provider. Hence we can be fairly sure that a mail sent with your address is really from you.

> **Communication**
>
> Use your rub-e-mail for communication with the department and check it at least **once a day**.

Two commandments go with the use of your-mail address:

1. Check it at least once a day. "I didn't know, I haven't checked my mail." is not an acceptable excuse for anything that went wrong.
2. Don't let your mailbox overflow. It is extremely annoying not only for us, but also for your fellow students running the *students* mailing list to receive half a dozen bounces ('mailbox full') when mailing to many people at once.

3. Always specify a meaningful subject when you write an e-mail to avoid that it ends up in the junk folder.

4. Always quote your matriculation number in your e-mail.

6.2   Your mailing list: ling-ba-students

This is the mailing list of the students of VAMoS and Linguistics. Nobody else has access to this list and it is restricted to topics immediately related to the study of VAMoS in Bochum and nothing else. Subscription of the list is obligatory:

lists.ruhr-uni-bochum.de/mailman/listinfo/ling-ba-students

The list is the fastest way to get urgent info from the department: For us the list is the only chance to reach all of you quickly in urgent matters. Rest assured that this is a low volume list. We will avoid sending you any unnecessary information and we will ensure that the list is spam safe.

6.3   How to communicate with your instructors and other officials

When you want to discuss a problem with one of the members of staff, please approach them during their office hours or arrange an individual appointment at another time. Right before the beginning or after the end of class might seem a good chance to catch us, but when there are 17 people in line it is not an appropriate occasion. It is also not a good idea to get binding statements from us while we're being talked to by five different persons. So please arrange an appointment where things can be discussed in decency.

Try to find ways to solve minor problems without your instructor: easy questions can be answered by your own initiative, maybe by a fellow student, by the SBL, the students' representatives, or via the *students* mailing list. Please do not forget that you're not alone out there: you have fellow students. Try to make a few friends as early as possible in your course of study. Many minor problems can easily be solved by simply asking a friend or a fellow student in the same class. Your instructors will of course take care of serious or really individual problems, but the rest is up to your responsibility.

Here is a short reverse list of instructors' favorites, i.e. questions to avoid by all means:

- ▪ "I missed class; can you send me the slides?"
- ▪ "I missed class; what did you discuss?"
- ▪ "I forgot to register in eCampus; can you enroll me?"
- ▪ "When was the assignment due again?"
- ▪ "I've misplaced my Moodle password; can you mail it again?"
- ▪ "Where do I find the guidelines for writing papers?"
- ▪ "My e-mail didn't work; can you mail me x again?"

So, again: your instructors will be happy to help you with your problems, but they simply lack the time to help you personally with daily routines.

The following gives you some examples of the kind of problems that you should not hesitate to bring forward and discuss with members of the teaching staff or your mentor:

- ▪ "I have been seriously ill for several weeks and will not be able to complete many of my seminars this semester. What can I do?"

- "I have problems with completing my work in time / with presenting in class / with scientific writing / ...
- "I am going abroad for one semester and will not be able to complete a module. What can I do?"

You will find that for many problems relating to writing up and presenting your work, there are help centers at the University that you can contact for help; and if necessary, your instructors will be able to point them out to you. Individual problems relating to planning your course of studies cannot be solved satisfactorily when you approach the relevant members of staff in the very last minute. Instead, they should be dealt with as early as possible, in order to find a solution that gives you the possibility to complete your course of studies in time.

6.4   Office hours: Why and how to respect them

Your instructors cannot always be there when you seem to need them most. There's a reason for that: (i) we don't want to sound pathetic, but assume that the average workload of your instructors during the semester is extremely high. Some of us have been elected to boards or committees or some other extra enjoyment that substantially increases the workload at peak times during the semester. (ii) Even instructors have to think about things occasionally, and that takes coherent phases of concentration. Certainly nobody can solve a halfway serious scientific problem whilst being interrupted every five minutes. So we sometimes have to escape home, shut the door behind us, turn off the bell, cell and other phones, acoustic e-mail notification, and then just sit down and ponder. There is no other option.

Now to your problems: how can you reach us after all and how can we help you? Send an e-mail and make an appointment if necessary. Some things can easily be solved by e-mail, some need to be discussed face to face. Your instructors will always have time for you when you are in serious trouble. They will be reluctant, however, to devote time to matters you can very well handle on your own. Whatever your problem may be, please always consider that there are other students who might have similar requests.

6.5   Behavior in class

We ask you to respect a few essential social rules pertaining to consideration, politeness, and respect. They are in concordance with the way you wanted to be treated yourself.

- Be in class on time and stay until the session is over. Late arrivals and early departures are a constant source of nuisance in class, not only for your instructors but also for your fellow students.
- Strictly avoid any private conversations in class: this is a severe disturbance of everybody else's concentration, and it clearly shows your disrespect of your instructor and fellow students.
- Take part in the discussions and concentrate on the content of the session. In general, make your participation an active one and help making the session more valuable for everyone by playing a constructive part.
- Do not hide behind your notebook.
- Rules 5 to 10: switch your cell phones off.

6.6 Evaluation: Your chance to rate us

The Department has for a decade now asked the students to rate the quality of their classes. The University has recently also introduced a university-wide evaluation scheme. The department partakes in this scheme and will ask you to rate the quality of the teaching and the supervision provided at the department every semester. Please participate in the evaluation to enable us to monitor and improve the quality of our teaching continuously. We respect your opinion and take your concerns, criticism, and encouragements seriously.

7. Scientific matters

7.1 Scientific writing and publication

> **Scientific matters**
>
> Please consult this section and Appendix B first if you have basic formal questions concerning your written assignments (please pay attention to the section about plagiarism and the APA Examples in Appendix B). If you have further or more specific questions you can consult the Students' Office or your instructors.

VAMoS is a field of study that ties into many neighboring disciplines, such as mathematics, psychology, philosophy, and literature sciences and, of course, linguistics. Each of these areas has its own traditions in scientific writing. In other scientific disciplines monographs and chapters in edited books may be the most relevant forms of publication. By contrast, researchers in the medical sciences publish their current work almost exclusively in scientific journals. In VAMoS, you will find each of these forms of publication and you will have to become proficient in searching the publications that are relevant for your studies. To this end, you should familiarize yourself with the ways of accessing scientific literature at the local library and via the on-line databases of the library (see section 8 for details).

During your course of studies, we want you to acquire the skill of writing scientific texts about topics on language processing, such as essays, short summaries or reports. Writing such texts is essentially all about putting forward your own line of argumentation – that is well founded in the existing literature and that presents the various facets of an argument in a balanced an unbiased fashion.

7.2 Types of assignments

7.2.1 Papers

In practically every course you will be asked to produce a written composition of some kind:

- **(individually specified) assignment**: this might be e.g. a short data analysis or one or more exercises from a textbook or something similar. Usually, this form of assignment does not include an essay-like composition, but rather brief isolated discussions or simply formalized structural analyses. This sort of assignment is typical for introductory courses and for the minimum credited workload in introductory seminars. Individually specified assignments will not always be graded but rated on a pass-fail basis.
- **discussion paper (**or **short paper)**: discussion papers will typically consist of roughly 1,500 words (about 2,5 pages using 11pt Arial Unicode MS and 1.5 line spacing)

including an abstract, if requested. A discussion paper could e.g. encapsulate or discuss a certain section of your required reading. Two discussion papers are typical for the minimum required workload ('Studienleistung') in an introductory seminar. As in the above case, discussion papers will not always be graded.

- **research paper**: a research paper is a typical assignment for half of the maximum credited workload ('Prüfungsleistung') in introductory and advanced seminars. In introductory seminars, it will typically be ca. 3,000 words long, including abstract but excluding the references list.
- **research thesis**: In advanced seminars, papers will normally have to be considerably more elaborate, and a research thesis will hence typically comprise roughly 6,000 words under the above conditions. In the M.A. program, a research thesis will also document the results of your research project as part of your directed research. Since this is part of your individual guided study, requirements will vary greatly according to the type of research undertaken.

In each case you are requested to add the declaration of originality to your work and sign it (cf. section 7.4). When a written scientific assignment includes a word limit, you should not deviate from this word limit by more than 10%. For instance, if the word limit is 3,000 words, you should write at least 2,700 words and at most 3,300 words. If you are asked to submit your paper in digital form, e.g. via via Moodle or e-mail, please convert it to a PDF document. This way the instructor will able to open it no matter what word processing application you use at home.

7.2.2 Presentations

As an alternative to written assignment you may also be required to give a presentation in class, either as an individual task carried out solely by you or as a group assignment. Durations of presentations vary greatly depending on the type of course and number of presenters involved. In most cases you will be asked to give a formal presentation using PowerPoint slides or similar. In rare cases it might be more useful to rely on handouts e.g. with data sets. Presentations using traditional slide and overhead projector are not normally permitted.

7.3   How your work is rated

Your written compositions will normally be assessed and graded employing the following weighted criteria:

- **title**: significant, meaningful, compelling, adequate scope
- **abstract**: concise, correct account/depiction of content, adequately formatted
- **structure**: transparent, supports argumentation
- **content**: correct analysis, plausible argumentation, adequate coverage
- **form**: terminology, adequate style and expression/phrasing, correct punctuation, typographical correctness, adequate formatting

There might be specific weighting and variation in parameters in specific courses. Additionally, your instructors are granted a certain degree of variation to best meet the specific requirements of the assignment.

7.4   Plagiarism

A serious matter and one you have frequently seen discussed in the media with respect to prominent plagiarists. Severe cases of plagiarism can turn out to be criminal offences and will be prosecuted accordingly. Your first minor case of plagiarism, as e. g. partial copying of a fellow student's composition (cf. also Appendix B2.5), will result in denial of your credits for the relevant course with a grade of 5.0 followed by an information of the teaching faculty of the department about your plagiarism. Your second offence or a first more severe one, as e. g. copying from non-cited sources, will again result in zero credits and a 5.0 grade, this time followed by an appointment with the Head of Department, who will reprimand you officially. Your third and last case of plagiarism, alternatively your first unpardonable one, as e. g. plagiarizing for a 'Prüfungsleistung' including your B.A. thesis, your offence will be reported to the 'Prüfungsamt', possibly resulting in your deregistration ('Exmatrikulation').

As a general rule, you are required to finalize every assessed written assignment with a declaration of originality of your work, which, in turn, you will have to sign. This is the text you have to add in each relevant case (including your B.A. thesis). If in doubt whether you have to include a declaration of originality or not, do include it. You can use the following text:

> *Hiermit versichere ich, dass ich die Arbeit selbständig angefertigt, außer den im Quellen- und Literaturverzeichnis sowie in den Anmerkungen genannten Hilfsmitteln keine weiteren benutzt und alle Stellen der Arbeit, die anderen Werken dem Wortlaut oder dem Sinn nach entnommen sind, unter Angabe der Quellen als Entlehnung kenntlich gemacht habe.*

Your assignments might be subject to checking by plagiarism detection software.

8.   Libraries

You will find various types of library resources both off-line, i.e., on the library shelves, and on-line, for instance in scientific journals that the library subscribes electronically. Which of the library resources you will eventually need during the course of your studies very much depends on the research area that you are dealing with. For instance, virtually all of the research in psycholinguistics in published in scientific journals that you can access on-line, provided the Ruhr-University subscribes to the journal you are looking for. In other research areas, conference proceedings, edited books or monographs are more frequent forms of publishing. If you are insecure about which publishing media are prevalent in a given research area, all members of the teaching staff will be happy to give you some direction as to promising search venues.

8.1   Real libraries – where the books are

If you want to look up books in the library, you can do this online by using the OPAC database (https://opac.ub.ruhr-uni-bochum.de/webOPACClient/start.do), which includes all titles in the library that were published in or after 1998. For books that were published earlier than that, you will have to consult the filing boxes in the local libraries and in the university-wide library, the 'UB'.

Depending on the subject area and the topic of a book, it will either be shelved in the UB, or in one of the many local libraries that are associated with individual departments or divisions in GD.

We strongly recommend that you enroll in a guided library tour early on in your course of studies, because you will only be able to use the rich and valuable resources of the library if you know that they are there and how to access them. Alke Eulen, the librarian maintaining the linguistics library, will be happy to guide groups of students through the relevant shelves.

8.2 Electronic libraries and resources

In order to find articles in electronic journals, you can access the 'Elektronische Zeitschriftenbibliothek' (EZB) at

http://rzblx1.uni-regensburg.de/ezeit/fl.phtml?bibid=RUBO

Prior to accessing literature in the library, you will typically research the relevant books and articles you want to look for. There are numerous ways of going about this and the following gives you just a few examples:

- Type relevant key words into OPAC: This will retrieve library books and shelved journals that were published after 1998.
- Use research article data bases: Scientific articles are catalogued in large data bases. The most comprehensive data base is the ISI Web of Knowledge. It contains references of millions of research articles as well as records of the articles they cite and records of the articles that have cited an article ever since it was published. This provides you with excellent opportunities/starting points for your literature search. For instance, you could search for an existing article that is highly pertinent for the topic that you are working on and then work through all articles older and younger than this target article, looking up those articles that appear relevant to you. We recommend that you use the "Marked List" function of the data base, which allows you to print off your search results and inspect the titles that appeared interesting to you during the search process in more detail.

You will learn more about literature research and database facilities like the Web of Knowledge during the 'Tools & Techniques' tutorial.

Please note that many of the electronic services of the library, including the databases and the EZB, are only available when you access them from a computer within the University network or when you use a VPN-client to dial into the university network from at home. For details regarding the use of the RUB-internal VPN-client, please contact the university's computing center (http://www.rz.ruhr-uni-bochum.de; see http://www.rz.ruhr-uni-bochum.de/dienste/ netze/vpn.html for information regarding the VPN-connection).

9. How to get involved

9.1 Students' Representatives

This is the department's student organization. It consists of 12-15 fellow students elected by the student body of the department (cf. also section 3.3). The Students' Representatives

are an important political and administrative board and you should not hesitate visiting them and get informed about your possibilities to join the work and efforts.

9.2   Students' Office

The Students' Office has been introduced in some detail above (cf. section 3.2). Your possible appointment to the Students' Office is decided upon by the Head of Department, who will consult the Students' Representatives prior to coming to a decision.

9.3   Research associate

At some stage in your course of study you might be asked by a professor to carry out some supportive research tasks or organizational work for her/him, in which case you will be employed as a research associate ['studentische Hilfskraft']. Due to financial limitations, these are relatively rare positions which are normally restricted to exceptionally able and committed students. When you fill such a position you should be aware of the fact that this is not only an award but also a challenge: you will inevitably act as a model for your fellow students and you should carry out your course work exemplarily during the time of your employment.

9.4   Representative functions

Members of the Students' Representatives qualify for election to various boards and committees on the level of the division and university wide. Ask your representatives about existing functions and according elections.

Appendix A: Glossary – German and English terms

Betreuer/in	(academic) supervisor
Blockseminar	compact seminar
Fachschaft	Students' Representatives
Eigenständigkeitserklärung	declaration of originality
Fachspezifische Bestimmungen	subject-specific regulations
Fakultät für Philologie	Division of Philology
Forschungsprojekt	research project
Geschäftsführende/r Direktor/in	Head of Department
Grundkurs	introductory course
Hauptseminar	advanced seminar
Lehrprojekt	teaching project
Lehrbeauftragte/r	adjunct instructor
Modulhandbuch	module catalog
Pflichtkurs	obligatory course
Projektarbeit	directed research
Proseminar	introductory seminar
Prüfungsleistung	maximum credited workload
Prüfungsordnung	examination regulations
Studienfachberater	academic adviser
Studienführer	commented course catalog
Studienleistung	minimum credited workload
Studienordnung	study regulations
Tutorium	tutorial
Übungsaufgabe (allgemein)	assignment
Vorlesung	lecture
Wahlpflichtkurs	elective course

Appendix B: Style Manual

Editorial style is an important aspect of scientific writing. The department standard in all matters regarding scientific writing is the APA style, i.e. the editorial guidelines of the American Psychological Association as published in the *Publication Manual of the American Psychological Association* (7th ed., 2020). The APA style is one of the most frequently used editorial styles (not only) in the Humanities and the Social Sciences and we believe that it will be beneficial for you to learn about the APA style as early as possible. The APA style is one of the best documented styles. Hence you will find that all aspects of writing and editing a paper are covered in minute detail in the publication manual.

APA Manual

7th ed., 2020

The following serves as a quick summary of the APA guidelines, including some additional comments or adaptations of the guidelines to coursework. This summary is by no means complete, so please consult the publication manual for details. You will find copies of the manual in the Students' Office in GB 3/157 as well as in the university library. If you cannot access any of the copies, we recommend that you consult the website that our colleagues at Purdue University have created and that covers all crucial issues. Please check the following URL:

http://owl.english.purdue.edu/owl/resource/560/01

NB: For this style manual, we modulated a few of the general layout conventions given in the APA-manual in order to adapt the APA-guidelines to coursework; these modulations and a few additions are pointed out where applicable.

B1. Parts of a manuscript

All papers you hand in must be typeset. Please use a line-spacing of 1,5 (not 2, as recommended in the APA-guidelines), choose a clear and easy-to-read font, like Arial or Calibri, and format your text in font size 10 to 12 pt. Include a page header in the upper right corner of every page. It must include your **first and last name**, followed by five spaces, your **matriculation number**, followed by five spaces, and a **page number**. If you want to, you can insert a title of your paper to the left of your name. Page margins should be minimally 2,5 cm throughout.

B1.1 Title page

If you hand in coursework for a seminar, the title page of your paper should include the page header plus the following information:

1. Your first and last name, your matriculation number, and your email-address,
2. The course of studies that you are enrolled in (e.g. MA VAMoS) plus the ordinal number of your current semester (e.g., 1. Semester). The semester count should relate to your current course of studies, so if you are enrolled in a master's course, start counting from the point you were first enrolled in the current course of studies,
3. The seminar or course that it your paper is associated with, the instructor who is giving the course, and the semester that the course was held,
4. The title of your paper,
5. An abstract of your paper of maximally 150 words length.

Please note that the above list of information does not abide with APA guidelines but we believe it sensible to adapt the guidelines to coursework in this way.

The purpose of a title is to summarize the contents of a paper in a concise and memorable fashion. It often makes sense to formulate a working title at the beginning of writing an assignment or a paper and to revisit that working title towards the end. Often, you will be able to formulate the title more concisely when the writing is finished.

The name(s) and addresses of the author(s) of a paper or an assignment are extremely important pieces of information, in student assignments and scientific papers alike: First, they signal authorship and, with it, the responsibility for every aspect of the written text. Second, in the case of papers authored by several persons, they often indicate the relative contributions of the individual authors. Third, and equally importantly, the address for correspondence, which, in your case, minimally includes your name, matriculation number and your rub.de-email address, provides readers with the information they need to contact you about your paper.

B1.2 Abstract

The abstract provides a brief and concise summary of the paper. It should not exceed 150 words in length. Writing an abstract is not easy at all. Again, we recommend that you start out with a "working abstract" that you revisit towards the completion of your paper. It is often helpful to look at abstracts in published papers; these will give you an impression of what an abstract should look like. The Publication Manual (APA, 2009, pp. 25–27) lists the necessary abstract contents for various types of papers, including literature reviews, reports of empirical studies and case studies.

B1.3 Text body

The text body is the core of your paper. It should consist of an introduction, a main text body and a concluding section.

In the introduction, you should state the topic that you are addressing in the paper and develop and overview of the existing findings or views on the topic that are discussed in the literature.

Depending on whether you are writing a report of an empirical study, a literature review or another type of paper, different information will have to be included in the main text body. For empirical studies, the APA publication manual is very specific about the kind of information to be included and the order in which this information should be provided (for details, see APA, 2001/2009). For literature reviews, the format is somewhat less restrained, but the APA guidelines still provide a framework for going about writing a literature review that you will most likely find quite helpful.

In the concluding section, you should summarize the key results of your argumentation concisely and discuss the implications of your work in a balanced and well-researched fashion. Again, our recommendation is that you take a look at concluding sections of existing papers for samples.

B2. Citations and references

When you write a paper, you want to make sure to back up your argument by reviewing and discussing the existing literature in favor and against your argument in a well-researched and balanced manner. In doing so, you will cite the papers you refer to in various ways, either by referring to them or by quoting individual passages literally. The purpose of in-text citations is to provide the sources you are referring to and to help readers find the cited sources in the references section of the paper. The references section, in turn, is supposed to provide readers with all the information they need to retrieve the papers you cite. Citations and references are extremely important aspects of scientific writing.

B2.1 In-text citations

Whenever you cite a source in the text, provide the last name(s) of the author(s) and the year of publication. If you refer to a source at the end of a sentence or phrase, place both the name(s) of the author(s) and the year of publication in parenthesis:

> Other researchers have provided evidence against the hypothesis laid out above (Müller, 2009; Smith & Stuart, 2008).
>
> Other researchers (Müller, 2009; Smith & Stuart, 2008) have provided evidence against the hypothesis laid out above.

The citation should always appear in or at the end of the sentence that it pertains to and it must be placed before the punctuation mark, never behind it:

> Other researchers have provided evidence against the hypothesis laid out above (Müller, 2009; Smith & Stuart, 2008). However, …

but **not**:

> Other researchers have provided evidence against the hypothesis laid out above. (Müller, 2009; Smith & Stuart, 2008) However, …

If you only cite some representative examples of a set of papers that are relevant to a particular issue, indicate this accordingly:

> Other researchers have provided evidence against the hypothesis laid out above (for recent examples, see Müller, 2009; Smith & Stuart, 2008; for a review, see Stuart, 2009).

Alternatively, you may want to include the name(s) or the author(s) in the sentence, as in:

> Müller (2009) strongly argued against the hypothesis laid out above, on the following grounds:

If you cite a researcher literally or closely paraphrase his/her words, you should also provide page numbers, as in:

> Müller (2009, p. 23) rejected this claim, arguing that "researchers should not be tempted to generalize from only two instances".

Alternative ways of putting this sentence are:

> Müller (2009) rejected this claim, arguing that "researchers should not be tempted to generalize from only two instances" (p. 23).
>
> Müller rejected this claim, arguing that "researchers should not be tempted to generalize from only two instances" (Müller, 2009, p. 23).

When you cite more than one reference on a particular point, sort them in alphabetical order by the last name of the first author and separate them by a semicolon (Müller, 2009; Smith, 2008; Stuart, 2009). Do not mix languages within running sentences as in this example; it is poor style and presupposes that all of your readers speak English.

> Müller wies dies zürück, indem er sagte, dass "researchers should not be tempted to generalize from only two instances" (Müller, 2009, p. 23).

When you cite the work of two authors, link their names with *and* when you incorporate the citation of their paper in the ongoing sentence. If you refer to the authors in parenthesis, connect their names with an ampersand (&).

> Smith and Stuart (2008) contended that …
>
> Other authors (e.g., Smith & Stuart, 2008) contended that …

When referring to a paper by three to twenty authors, abbreviate the citation to the short format by naming the first author's name and adding *et al.*; if you cite works by twenty authors or more, consult the websites provided above:

first author et al. (year of publication)	first author et al., year of publication
Müller et al. (2006)	Müller et al., 2006

B2.2 References in the references section

Major features of the APA referencing style are the conventions for uppercase and lowercase script and the use of italics for journal titles and book titles. In lowercase script, every word except for the first word is typed in lowercase. In uppercase and lowercase script all content words are written in uppercase and all function words (and, of, in, etc.) are written in lowercase.

The following provides you with reference formats for the three types of references that occur most frequently in scientific writing (journal articles, monographs, and chapters in edited books) and for online-resources. We have adopted the general notation for reference formats from our colleagues at Purdue University – cf. here

https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/general_format.html

You can find further reference examples at the following website of the APA:

https://apastyle.apa.org/style-grammar-guidelines/references/examples

Be aware however, that you should only cite resources whose scientific status and/or informational soundness can be trusted (when in doubt ask your instructor).

Journal Articles:

> Author, A. A., Author, B. B., & Author, C. C. (year of publication). Title of article. *Title of Journal, volume number,* pages. URL (with DOI)
>
> Müller, H. G. (2009). Citations and references: An application. *The Journal of Examples, 15,* 22–25. https://doi.org/10.12345567890x
>
> Meyer, H. P., Braun, I., & Lowe, D. A. (2007). Citations and more. *The Journal of Examples, 11,* 11–20. https://doi.org/10.12345567890y

Monographs:

> Author, A. A., Author, B. B., & Author, C. C. (year of publication). *Title of book* (nth ed.). Publisher.
>
> Müller, H. G. (2009). *Citations and references: An introductory guide.* Example Press.

NB: Provide the edition only if you cite the second or later editions of a book. Include the URL if the complete work is accessible online.

Chapters in edited books:

> Author, A. A., Author, B. B., & Author, C. C. (year of publication). Title of chapter. In A. A. Editor, B. B. Editor, & C. C. Editor (Eds.), *Title of edited book* (nth ed., pp. pages). Publisher.
>
> Müller, H. G. (2009). Citations and references: An application. In P. Meier & K. Smith (Eds.), *Citations and references: An introductory guide* (2nd ed., pp. 22–25). Example Press.

NB: Provide the edition only if you cite the second or later editions of a book. Place information on edition and page numbers in one pair of parentheses. Edition number is followed by a comma if page numbers or other information follows in these parentheses. Include the URL if the chapter or the whole volume is accessible online.

Papers in published conference proceedings:

If the conference proceedings appeared in book form, cite the paper like an article or chapter in an edited book, and use capitalization for proceedings title and/or conference name:

> Author, A. A., Author, B. B., & Author, C. C. (year of publication). In A. A. Editor, B. B. Editor, & C. C. Editor (Eds.), *Title of Proceedings and/or Name of Conference* (pp. pages). Publisher.
>
> Meyer, H. P., & Braun, I. (2008). How to cite conference papers correctly. In A. A. Smith & B. B. Miller (Eds.), *Proceedings from ICCR 2008: The First International Conference on Citations and References* (pp. 786–802). Example Press.

If the proceedings volume is accessible online, include the URL at the end. If the paper appeared in proceedings published online regularly, cite it like a paper published in a journal, giving the URL at the end:

> Flachs, S., Bollmann, M., & Søgaard, A. (2019). Historical text normalization with delayed rewards. *Proceedings of the 57th Annual Meeting of the Association for Computational Linguistics,* 1614–1619. https://www.aclweb.org/anthology/P19-1157

Magazine articles, newspaper articles, and refence works:

> Razavi, S. (2021, January 8). Breaking through language barriers. *Science, 371* (6525), 206-206. https://www.science.org/doi/10.1126/science.371.6525.206

> Rabin, R. C. (2022, June 2). Doctors transplant ear of human cells, made by 3-D printer. *The New York Times.* https://www.nytimes.com/2022/06/02/health/ear-transplant-3d-printer.html

> Margolis, E., & Laurence, S. (2019). Concepts. In E. N. Zalta (Ed.), *The Stanford encyclopedia of philosophy* (Summer 2019 ed.). Stanford University. https://plato.stanford.edu/archives/sum2019/entries/concepts/

> Merriam-Webster. (n.d.). Brain. In *Merriam Webster.com dictionary*. Retrieved June 8, 2022, from https://www.merriam-webster.com/dictionary/brain

NB: Follow the normal guidelines for the specific type of text you are citing and append the URL. Make sure to omit the final period in all cases.

Order all references on the list alphabetically by the name of the first author (Important: Do **not** change the order of the authors of a reference). Do not include all references that you may have consulted during the preparation of the paper but only those that you actually cite in the paper. If you cite more than one reference by the same author (or the same group of authors listed in the same order) and if these references were published in the same year, organize them in the reference list alphabetically by the title of the article, chapter, or book and attach lowercase letters to the year of publication as shown below. Make sure that you adapt your in-text citations accordingly.

> Order the reference list alphabetically but do **not** change the order of the authors of a reference if it was written by more than one.

> Müller, H. G. (2009a). Citations and references: An application. *The Journal of Examples, 15,* 22–25. https://doi.org/10.123455678909y

> Müller, H. G. (2009b). More citations and references. *The Journal of Examples, 15,* 27–55. https://doi.org/10.1234556789018z

The APA guidelines provide you with examples of over 50 different types of references, and we strongly recommend that you consult the publication guidelines when in doubt.

B2.3 Secondary citations

The general rule is that you should have read what you cite. However, it is clear that sometimes you may have difficulty in obtaining a reference. In these cases, secondary references

are acceptable. Note that you should always indicate when you cite a reference secondarily, using the following formats:

In-text citation:

Author (year, cited in Author(s), year) claims that …

Müller (1996, cited in Smith & Stuart, 2008)

Müller (1996, zitiert in Smith & Stuart, 2008)

References section:

Provide both references fully and according to APA guidelines. Do not copy the reference that you cite secondarily letter-by-letter from the back of an article or book: In some cases a different citation format will have been used in your source than the APA-style you are supposed to use. So if you cite the following reference from the references section of a book chapter,

Meier, Anton Berthold: *Citations and references: an introductory guide.* The Journal of Examples, Jahrgang 13, Heft 2, Seiten 1-15, 2007.

adapt its format to APA style:

Meier, A. B. (2007). Citations and references: An introductory guide. *The Journal of Examples, 13*(2), 1-15, cited in Müller, H. G. (2009). Citations and references: An application. In P. Meier & K. Smith (Eds.), *Citations and references: An introductory guide* (pp. 22–25). Example Press.

List secondary references together with your primary references in a single reference section.

B2.4 Literal citations

As a rule of thumb, you should try and use as little literal citations as possible. A literal citation would be appropriate, for instance, when you come across a passage in a text that formulates something very beautifully or brings something to the point very effectively.

B2.5 Plagiarism

Sometimes, paraphrasing somebody else's words can be hard, and you may find that you are tempted to simply use most of the words from an author and change only a few. This is still a form of plagiarism, and it is relatively easy to spot for experienced markers who are familiar with the literature in the field. Also, copying work from fellow students can easily be spotted, so it's best not to do it in the first place. We are certain that you are aware of the consequences that plagiarism can have (cf. section 7.4, especially viz. the declaration of originality).

Be aware that when you plagiarize or take over most of someone else's words, you are not only adopting their words but you are using their way of summarizing and conceptualizing the literature or other aspects of the research. In effect, you are stealing their adopting their intellectual property without crediting it appropriately.

Please not that translating sentences (almost) literally from an English source into German for coursework is a form a plagiarism, too.

B2.6 Tables and figures

Do not overuse tables and figures. If you only refer to a few numbers, you can incorporate them in the main text body. However, when you have large amounts of data, it is quite helpful to present them in a table or a figure.

A table should include all relevant headers to be reasonably self-explanatory. The subscript to the table should state briefly and concisely what is represented in the table. In the main text body, you should refer to the table and briefly describe it and subsequently guide the reader through the table, explaining which sections or comparisons within the table are particularly relevant for your argument. While you do not need to discuss every single data point in the table you should point out when there are aspects in the table that are incompatible with your argument.

Very similar guidelines hold for the use of figures. Again, the figures should include all relevant information to be largely self-explanatory. Specifically, graphs should include axis labels and, if applicable, the figure should state the measurement unit that is shown (e.g., %).

Tables and figures should be identified by numbers, in the order that they appear in the text. APA guidelines require you to place all tables and figures at the end of the paper but this is mainly on account of typesetting in publication. For course assignments, it is acceptable (and often preferable) to include figures and tables in the text.

B2.7 Style issues: The dos and don'ts of scientific writing

Do not bias your argument unfairly: Carefully research the available literature prior to putting together your argument. We often want you to decide for one side of the argument or the other and argue for your decision, but it is important that you do so exclusively on the basis of scientific grounds.

Distinguish clearly between the description of scientific findings and their discussion: In empirical studies, this distinction is often signaled by a change of tense: Scientific procedure of data collection and analysis are described in past tense, reflecting the fact that these steps have been completed at some point in the past. The interpretation is typically written in present tense.

Here is a short list of stylistic blunders to avoid:

- "As {*the linguist/*MIT professor/*famous scholar} Noam Chomsky wrote in ...". Do not give any attributive biographical information, especially not in cases where evident (you will rarely quote physicists) or where a well-known fact in the field. Biographical information is non-redundant only in cases so rare that you will hardly encounter them before your PhD thesis.
- "As Sapir wrote in his {*famous book/*excellent essay/*superb study} on ...". No flattery. It is biased, it does not enhance your argument (on the contrary), it won't be heard, it is redundant in every respect.
- "It was proven scientifically that ...". (i) Proof is scientific by nature. (ii) Where, when and how was this "proven"? Quote the study, the experiment, the source in order to

support your point: "In a study on semantic memory Collins and Quillian (1969) showed that ..."

- "Scientists at Yale University have shown that ...". General reference by affiliation is not helpful. Who showed this in which publication and when?
- "I think it is important to point out that ...". Avoid statements on your mental or emotional states or other meta-remarks while writing. No personal information, no feelings good or bad.

Appendix C: Mentoring-Questionnaire

Studierende/r:		**Mentor/in:**	
Semester:	*4. Semester*	**Fächer:**	*VAMoS &*

1.   Allgemeines

1.1   Gibt es von den Fächern, die Sie studieren, ein Fach, das Ihnen mehr Freude macht?

❑ *nein*   ❑ *ja, weil*

_____

_____

1.2   Haben Sie ein konkretes Berufsziel, das Sie anstreben? Wenn ja, welches?

_____

1.3   Kommen Sie mit der Arbeitsbelastung während des Studiums klar?

❑ *ja*   ❑ *nein*

1.4   In welchen Bereichen kommen Sie besonders gut klar? (bitte ankreuzen)

Studium allgemein		**Spezifische Inhalte**	
Organisation der Arbeit	❑	Grundlagen Linguistik	❑
Schriftliche Aufgaben	❑	Grundlagen Programmierung	❑
Mündliche Beteiligung	❑	Grundlagen Statistik	❑
Präsentieren	❑	Aufbaumodule (bitte nennen)	
Gruppenarbeit	❑	_____	❑
Computer & E-Learning	❑	_____	❑
MS Word o. ä.	❑		
MS PowerPoint o. ä	❑		
Anderes:	❑	Anderes:	❑
_____		_____	

1.5   Welche Bereiche sind Problembereiche aus Ihrer Sicht?

Studium allgemein		Spezifische Inhalte	
Organisation der Arbeit	❏	Grundlagen Linguistik	❏
Schriftliche Aufgaben	❏	Grundlagen Programmierung	❏
Mündliche Beteiligung	❏	Grundlagen Statistik	❏
Präsentieren	❏	Aufbaumodule (bitte nennen)	
Gruppenarbeit	❏	_____	❏
Computer & E-Learning	❏	_____	❏
MS Word o. ä.	❏		
MS PowerPoint o. ä	❏		
Anderes:	❏	Anderes:	❏
_____		_____	

1.6.1   Worin bestehen die Probleme im Einzelnen?

1.6.2   Haben Sie den Eindruck, dass Ihre Kommiliton/inn/en in den gleichen Bereichen Probleme haben?

❏ *ja*   ❏ *nein*

1.6.3   Könnte man die Probleme durch mehr Übung im Studium auffangen?

❏ *ja*   ❏ *nein*

1.6.4   Haben Sie sich erkundigt, ob das Angebot im Optionalbereich eine Möglichkeit zur Lösung der Probleme bietet?

❏ *ja*   ❏ *nein*

2. Die ersten und die kommenden Semester

2.1   Haben Sie für einzelne Semester konkrete Ziele?

❑ *ja*   ❑ *nein*

2.1.1 Wenn ja: Was waren Ihre Ziele für die vergangenen Semester?

2.1.2 Haben Sie in den vergangenen Semestern Ihre Ziele erreicht?

❑ *ja*   ❑ *nein*

2.1.3 Welche Ziele wollen Sie in den nächsten Semestern erreichen?

2.2   Planen Sie, Ihre Bachelor-Arbeit in VAMoS zu schreiben?

❑ *ja*   ❑ *nein*   ❑ *noch untentschieden*

2.2.1 Wenn ja, haben Sie Ideen für eine thematische Richtung?

3. Optionales (die nachfolgenden Fragen müssen Sie nicht beantworten)

3.1 Arbeiten Sie neben dem Studium?

❑ *ja,* _____ *h/Woche*   ❑ *nein*

3.2 Gibt es persönliche Probleme (die Sie nicht nennen müssen), die Sie daran hindern, Ihr Studium so zu absolvieren, wie Sie das gerne tun würden?

❑ *ja*   ❑ *nein*

3.2 Wenn ja, kennen Sie die Beratungsangebote, die die Universität für Studierende bereit hält?

❑ *ja*   ❑ *nein*

4. Rückmeldungen an die Lehrenden

4.3 Sind Sie mit Ihrem bisherigen VAMoS-Studium zufrieden?

❑ *ja*   ❑ *nein*

4.3.1 Was finden Sie gut?

4.3.2 Was finden Sie nicht so gut?

4.3.2 Was fehlt Ihnen?

4.3.3 Fallen Ihnen weitere Punkte oder Fragen ein, die in diesem Fragebogen angesprochen werden sollten?